

TRIDENT TECHNICAL COLLEGE SUMMARY OF ASSESSMENT RESULTS FOR 2007-2008

Trident Technical College's commitment to providing a technologically skilled workforce is clearly evident in the college's vision statement: to be a leader among two-year colleges in providing diverse and innovative educational programs and services in a highly technical and competitive global environment. College policy 2-18-0 titled Vision Statement, Mission Statement, Institutional Values, Institutional Goals and Objectives refers to the college's commitment to technical and comprehensive education to enhance economic development. The Mission Statement is published online in both the [Policies and Procedures](#) and the [About TTC](#) sections of the college's website.

This summary report for Trident Technical College includes the following Institutional Effectiveness components: Majors and Concentrations, Student Development and Alumni and Placement.

METHODOLOGY - Academic Programs. During the 2004 – 2005 academic year, Trident Technical College implemented a program evaluation process which includes assessing student learning outcomes and an analysis of indicators of program health (vital statistics). Each associate degree program is evaluated on a two year cycle. The first year of the cycle includes identifying the student learning outcomes and collecting the data necessary for assessment. At the end of the first year of the cycle, program managers review student learning data and create plans to improve performance on those outcomes that fall below expected performance levels. In the second year of the cycle, academic programs implement these plans. Program managers review the program Vital Statistics annually. Program managers maintain documentation of the assessment planning, data collection process, actual results, key findings, plans for improvement and results of implementation in a Curriculum Assessment Plan (CAP) document.

Student Learning Outcome Assessments consist of:

- **Student Learning Outcomes** – a definition of what graduates should be able to do
- **Where Outcomes are Assessed** - a description of the course, clinic or lab where student learning is assessed
- **Methods for Outcomes Assessment** – a description of the methodology used for assessing student learning outcomes
- **Expected Level of Program Performance** - specification of the expected levels of program performance for each outcome (expected outcomes)
- **Data Collection** - a description of what, how and when data will be collected
- **Results** - a description of the actual results of the assessment
- **Use of Results** - a description of how the results will be used to improve the instructional program

Vital Statistics include Fall Enrollment, Job Placement or Transfer Rate, Student Satisfaction with Instruction, Number of Graduates, Employer Satisfaction with Graduates, and Licensure/Certification Exam Pass Rates for applicable programs.

In addition to the CAP each instructional program undergoes the annual SBTCE Program Evaluation process. The SBTCE criteria includes Fall FTE and headcount by program for associate degrees, diplomas and certificates, number of graduates by program, and job placement by program. Please note that three of the four SBTCE criteria are included in Vital Statistics.

The assessment cycle for academic program evaluations is presented in the following table.

2-year Curriculum Assessment Cycle					
Planning Cycle	Academic Years	Activities	Time Frame	Report	Report Due
2006 - 2008	2006-2007	Plan for Assessment	Aug - Sep 2006	2006 - 2008 Planning Stages	Sep 2006
		Collect Data	Sep 2006 – Aug 2007	2006 - 2008 Report	Sep 2007
		Plan for Improvement	Aug – Sep 2007	2006 – 2008 Report	Sep 2007
	2007-2008	Implement Improvement Plans	Sep 2007 – Aug 2008	2006 – 2008 Assessment Summary	Sep 2008
2008 - 2010	2008-2009	Plan for Assessment	Aug - Sep 2008	2008 - 2010 Planning Stages	Sep 2008
		Collect Data	Sep 2008 – Aug 2009	2008-2010 Report	Sep 2009
		Plan for Improvement	Aug – Sep 2009	2008 – 2010 Report	Sep 2009
	2009-2010	Implement Improvement Plans	Sep 2009 – Aug 2010	2008 – 2010 Assessment Summary	Sep 2010

Table 1

FUTURE REPORTS (2008-2013). The following table presents the reporting dates for assessing Institutional Effectiveness Components from 2008 through 2013.

Institutional Effectiveness Components	2008	2009	2010	2011	2012	2013
General Education (Every 4 years)			X			
Majors and Concentrations (Annual)	X	X	X	X	X	X
Academic Advising (Every 4 years)	X				X	
Success of Transfer Students (Every 2 years)	X		X		X	
Student Development (Every 4 years)				X		
Library Resources (Every 4 years)		X				X
Alumni and Placement (Every 2 years)		X		X		X
Total Components	3	3	3	3	3	3

Table 2

The following section presents a brief summary of the status of each program and service assessed in 2007 – 2008 and projected reporting dates for those components not reported this year.

GENERAL EDUCATION. The next assessment reporting date for this component is 2010.

MAJORS AND CONCENTRATIONS. Thirty-two associate degree programs completed an evaluation for the 2006-2008 assessment cycle. The first year of the assessment cycle (2006-2007) resulted in improvement plans for changes in curriculum, learning assessments, and student advisement/interaction.

Curriculum changes:

- Development of new courses
- Changes to course sequencing
- Development of new course content
- Changes to course content sequencing

Assessment changes:

- Development of new assessment methods
 - Pre- and post-testing
 - Surveys
 - Assessment matrices
- Modification of existing assessment methods

Student Advisement/Interaction changes:

- Creation of advising handouts
- Development of curriculum-related student activities
- Creation of new faculty/student discussion opportunities

During the second year of the cycle program managers implemented the improvement plans. Program managers will report the results of the implementation in September 2008.

ACADEMIC ADVISING The academic advising process at TTC is decentralized; advising is conducted by faculty in individual or small group sessions with student advisees. To assess this process, the college relies on three measures: student satisfaction with academic advising, the percentage of students with assigned advisors and the percentage of students who take required English and math courses during their first year.

Student Satisfaction. During the Spring 2008 term, TTC conducted the Noel-Levitz Student Satisfaction Inventory. This survey provides national and regional comparative data for both student priorities and student satisfaction. Student satisfaction with the academic advising process is high; the college outperformed both the national and southern region averages for two year institutions. Figure 1 provides specific results for key questions relating to the advising process. Although student satisfaction is strong, the expectations of TTC students are high as demonstrated by the average importance score produced on these same items. Figure 2 provides a comparison of the average satisfaction and importance scores for four key measures of academic advising.

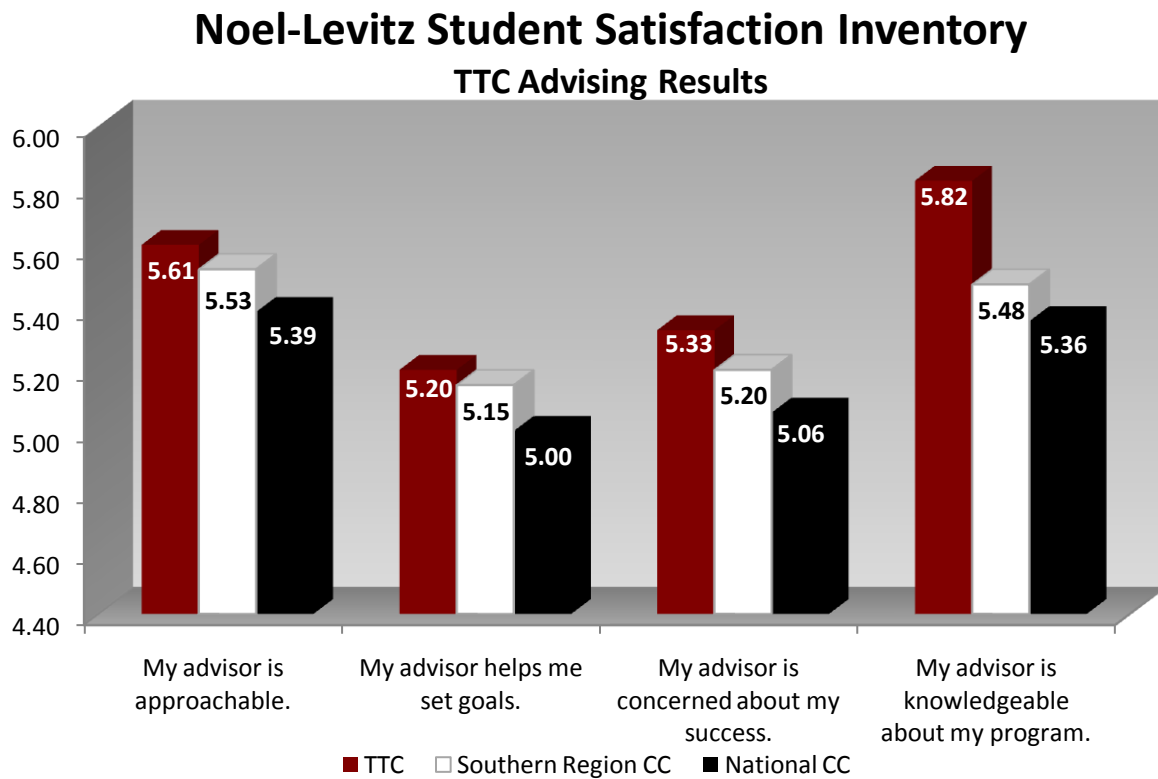


Figure 1

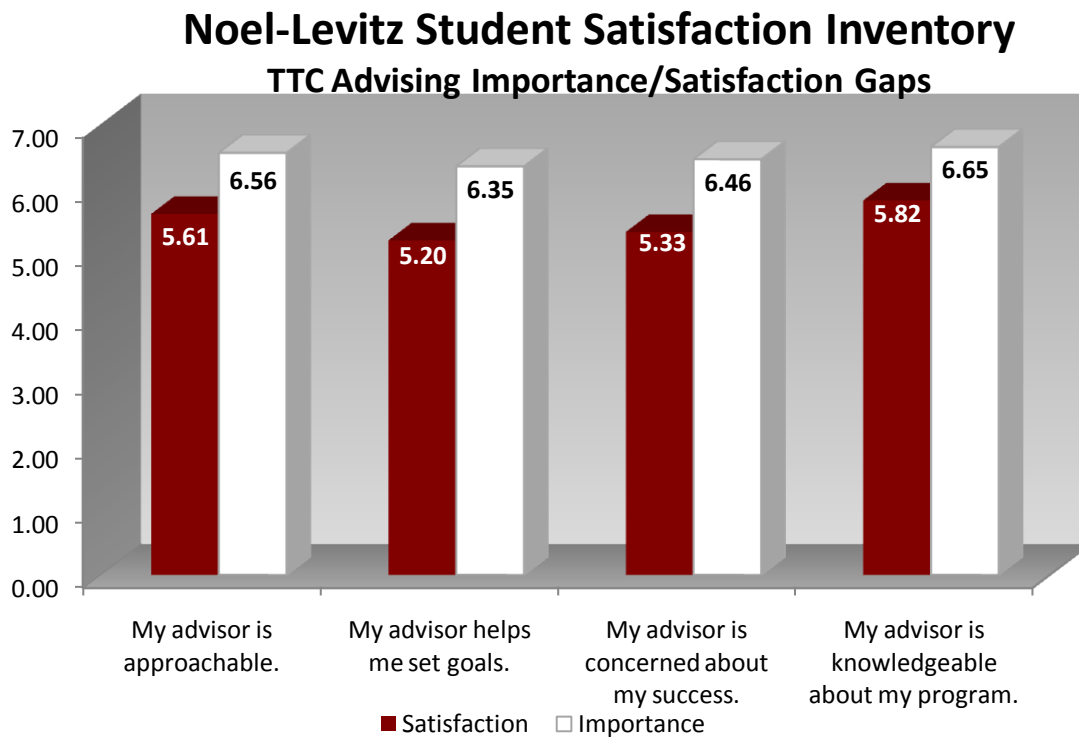


Figure 2

Assigned Advisors. New TTC students receive an advisor assignment when they complete an orientation session. Because orientation is not a requirement at TTC, academic departments often take on the task of assigning advisors to students who do not have an active advising assignment. Unfortunately, this process allows students to “slip through.” Table 3 summarizes the findings for this indicator. More than 17% of the First Time in College (FTIC) students in the Fall 2007 term who did not attend orientation did not have an advisor assigned at the end of the Spring term.

First Time in College Fall 2007	Headcount	% of Cohort	With an Advisor Assigned	% of Cohort	No Advisor Assigned	% of Cohort
Total	2524	100.0%	2197	87.0%	327	13.0%
Attended Orientation	938	37.2%	892	35.3%	46	1.8%
Did Not Attend Orientation	1586	62.8%	1305	51.7%	281	11.1%

Table 3

Table 4 provides fall to spring retention rates for FTIC students disaggregated by both orientation status and advising assignment status. The lower retention rates for students without advising assignments emphasizes the importance of this process in student success.

Orientation Status	Overall Persistence Rates	With an Advisor Assignment	No Advisor Assignment
All students	64.9%	66.1%	56.3%
Attended Orientation	66.8%	67.4%	56.5%
Did Not Attend Orientation	63.7%	65.3%	56.2%

Table 4

Attempts in Required Courses. TTC monitors student attempts in required developmental and bridge coursework as one measure of academic advising. It is important to note that attempted coursework is an area that advisors *influence* but do not *control*. While an advisor may strongly suggest that a student take particular courses, ultimately the decision is the student's. Table 5 provides the percentages of students who place into developmental or bridge courses, the percentages of students who attempt these courses during their first year and the percentage of students who complete these courses during their first year.

The college has identified the improvement of academic advising as one of several projects supporting the *Achieving the Dream* initiative at TTC. This initiative provides funding to support data-based analysis and decision making for initiatives aimed at improving student success, particularly for students of color and low income students.

Placement, Attempts and Completions of First Time in College Students in Developmental and Bridge Coursework								
Course	Cohort	Cohort Size	Tested into the course		Attempted course in 1st year		Completed course in 1st year	
RDG 032	2004	2866	59	2.1%	46	78.0%	29	49.2%
	2005	2621	63	2.4%	48	76.2%	32	50.8%
	2006	2960	72	2.4%	65	90.3%	46	63.9%
RDG 100	2004	2866	709	24.7%	560	79.0%	412	58.1%
	2005	2621	751	28.7%	587	78.2%	376	50.1%
	2006	2960	824	27.8%	633	76.8%	422	51.2%
ENG 032	2004	2866	247	8.6%	193	78.1%	112	45.3%
	2005	2621	198	7.6%	153	77.3%	85	42.9%
	2006	2960	234	7.9%	179	76.5%	117	50.0%
ENG 100	2004	2866	612	21.4%	446	72.9%	261	42.6%
	2005	2621	588	22.4%	436	74.1%	297	50.5%
	2006	2960	663	22.4%	476	71.8%	307	46.3%
MAT 032	2004	2866	567	19.8%	446	78.7%	226	39.9%
	2005	2621	527	20.1%	428	81.2%	226	42.9%
	2006	2960	570	19.3%	469	82.3%	214	37.5%
MAT 101	2004	2866	947	33.0%	672	71.0%	369	39.0%
	2005	2621	815	31.1%	607	74.5%	326	40.0%
	2006	2960	928	31.4%	637	68.6%	276	29.7%
MAT 102	2004	2866	202	7.0%	88	43.6%	56	27.7%
	2005	2621	188	7.2%	93	49.5%	54	28.7%
	2006	2960	192	6.5%	84	43.8%	47	24.5%

Table 5

SUCCESS OF TRANSFER STUDENTS. TTC gauges transfer activity and performance of students transferring from Trident to senior colleges by comparing: the size of transfer cohorts across time; the number of students transferring to senior colleges; and each cohort's average GPA (for the fall term of transfer) compared with that of native students.

Cohort Size. The Fall 2007 transfer cohort (those who actually enrolled and completed the Fall 2007 term at a South Carolina, public, senior institution) consists of 311 students, a slight decrease from the Fall 2005 cohort of 317 students. The number of transfer students increased dramatically during the 1990s; it appears that these numbers have stabilized in the last four years. Figure 3 summarizes the TTC transfer trends for the last five years.

TTC Fall Transfer Student Cohort

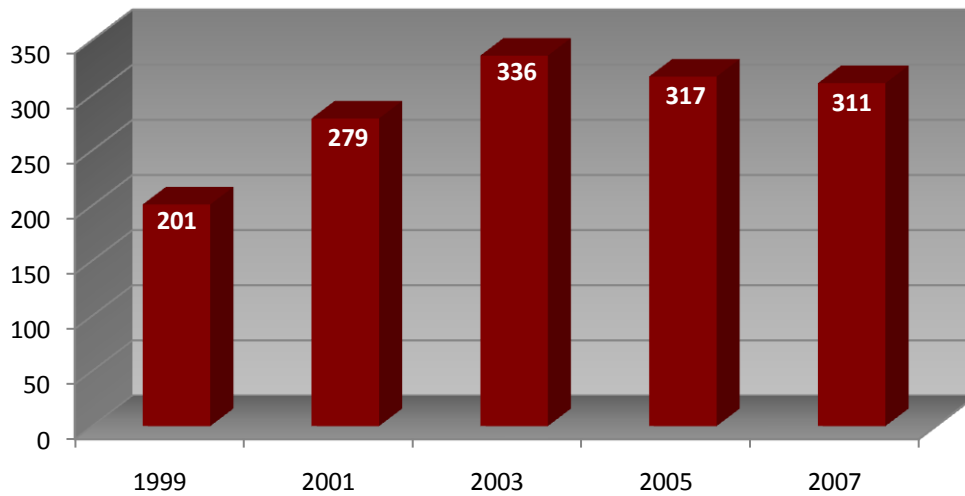


Figure 3

Receiving Institutions. The distribution of TTC transfer students among South Carolina senior institutions has remained quite stable across the last decade. Figure 4 shows the transfer trends for TTC students attending local public senior institutions (College of Charleston, The Citadel and MUSC). Figure 5 demonstrates that the College of Charleston remains the institution receiving the largest number of TTC transfer students. Additionally, TTC remains the largest source of transfer students for the College of Charleston, accounting for 43% of all transfer students entering that institution (Figure 6).

TTC Transfers to Local Senior Institutions

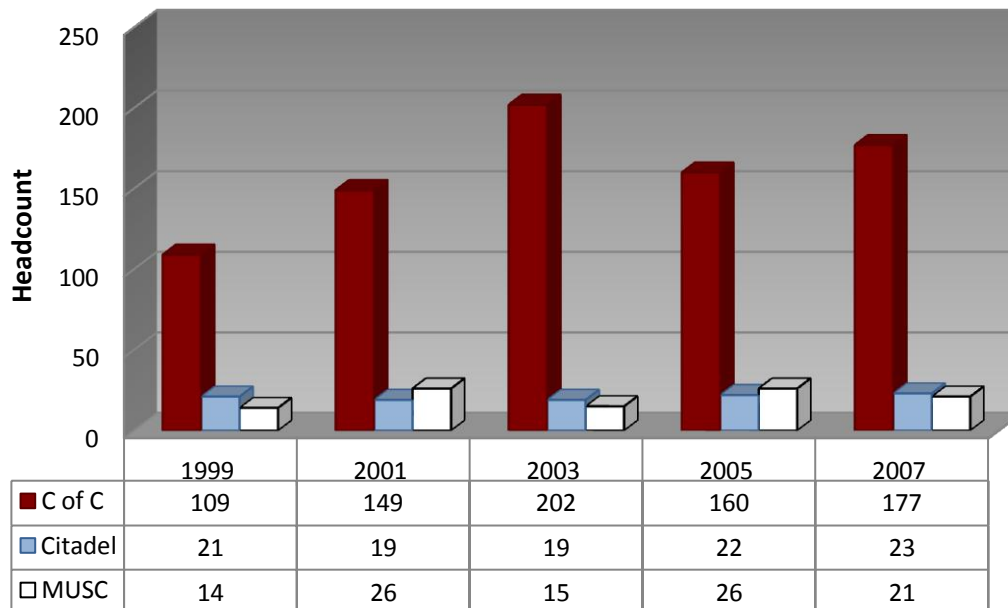


Figure 4

TTC Transfer Students at Senior Institutions

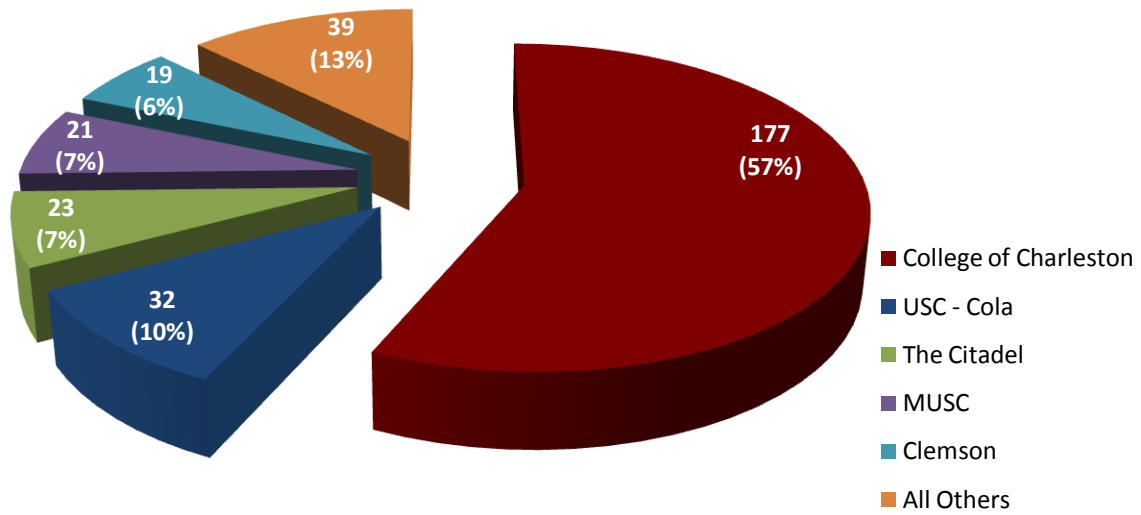


Figure 5

College of Charleston Transfer Students by Sending Institutions

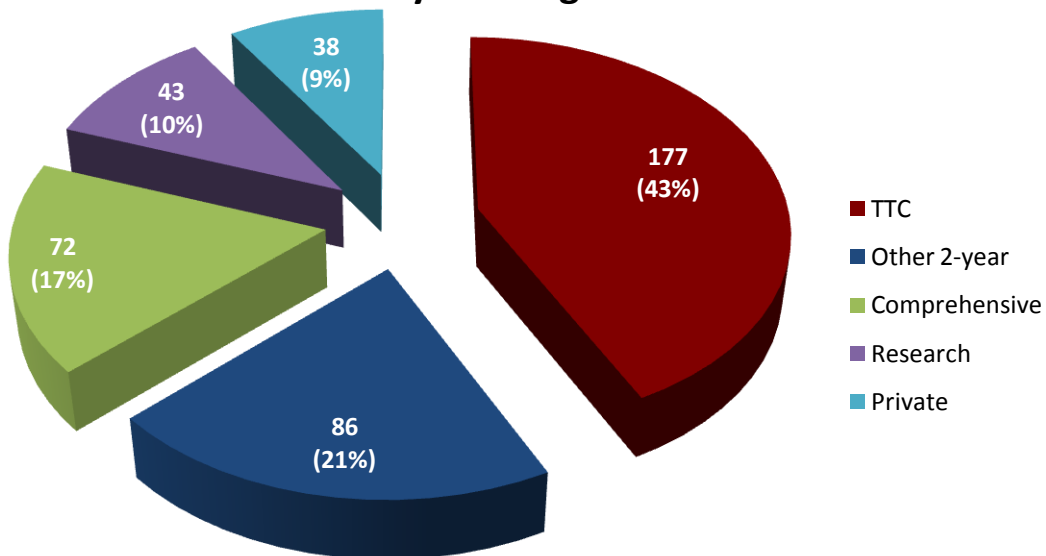


Figure 6

Table 6 presents the number of transfers, percent of cohort and the percent change from 2005 to 2007 for each public college in the state.

Enrolled	2005	% of Cohort	2007	% of Cohort	% change
Clemson University	21	6.69%	19	6.11%	-9.5%
Coastal Carolina University	7	2.23%	6	1.93%	-14.3%
College of Charleston	160	51.27%	177	56.91%	10.6%
Francis Marion University	0	0.00%	3	0.96%	n/a
Lander	3	0.96%	1	0.32%	-66.7%
MUSC	26	10.51%	21	6.75%	-19.2%
South Carolina State University	15	4.78%	9	2.89%	-40.0%
The Citadel	22	7.01%	23	7.40%	4.5%
USC Aiken	1	0.32%	0	0.00%	-100.0%
USC Beaufort	1	0.32%	3	0.96%	200.0%
USC Columbia	39	12.42%	32	10.29%	-17.9%
USC Lancaster	0	0.00%	1	0.32%	n/a
USC Salkehatchie	4	1.26%	3	0.96%	-25.0%
USC Sumter	0	0.00%	1	0.32%	n/a
USC Union	0	0.00%	0	0.00%	0.0%
USC Upstate	3	0.95%	7	2.25%	133.0%
Winthrop University	15	4.73%	5	1.61%	-66.7%
Totals	317	100.00%	311	100.00%	-1.89%

Table 6

Fall Term GPAs. The 2007 data provide an average GPA for those students who transferred and completed 0 to 29 hours, 30 to 59 hours, or 60 or more hours. Because this disaggregation breaks the already small cohorts into even smaller groups, a meaningful analysis is only possible with the data from the College of Charleston. Figure 7 provides a comparison of TTC transfer students' GPAs with College of Charleston native student GPAs. These data suggest that transfer students with the equivalent of an associate degree (60 or more hours) have greater academic success at their transfer institution and perform most favorably in comparison with the native student population.

Average GPA of TTC Transfer and Native Students College of Charleston

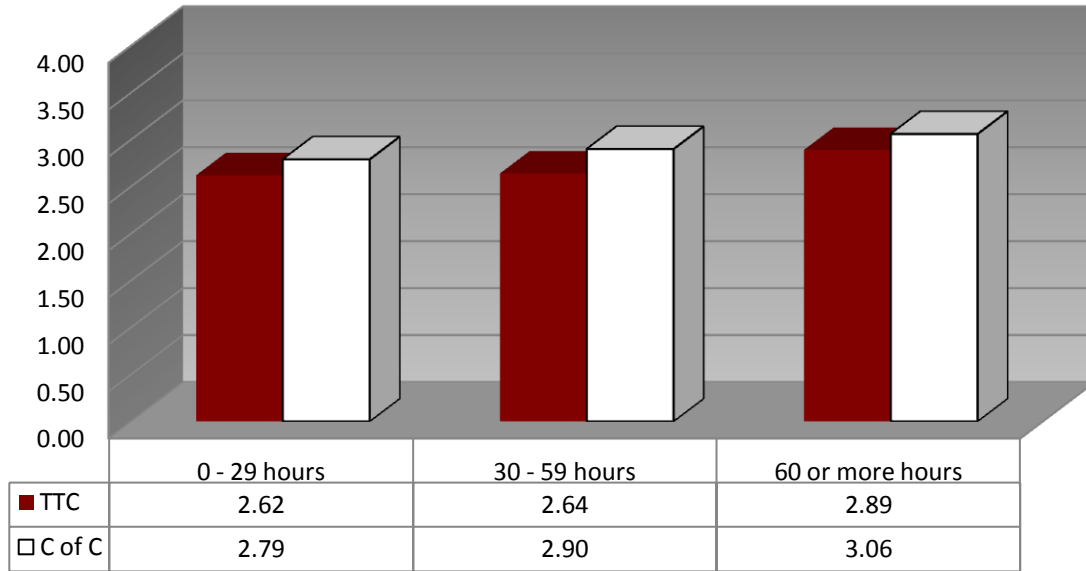


Figure 7

STUDENT DEVELOPMENT. The next assessment reporting date for this component is 2011.

LIBRARY RESOURCES. The next assessment reporting date for this component is 2009.

ALUMNI AND PLACEMENT. The next assessment reporting date for this component is 2009.